



## Buford Middle

1890 N. Rocky River Road  
Lancaster, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	451 Students	
<b>Principal</b>	Sheryl H. Wells	803-285-8473
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

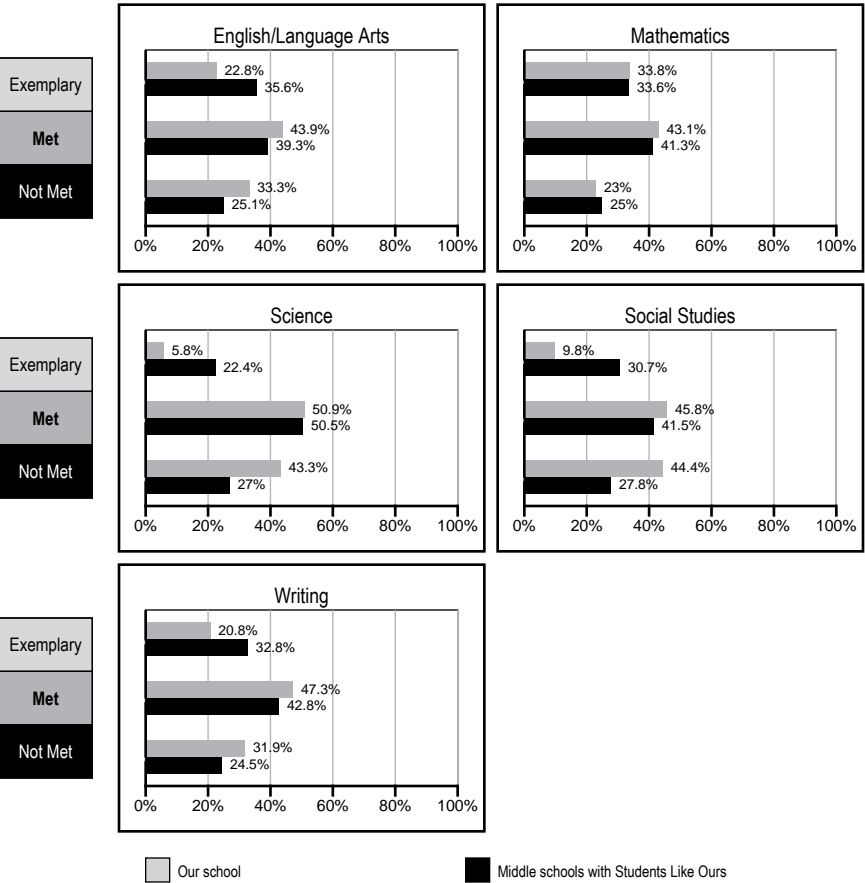
98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	11	31	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.9%	98.5%
English 1	N/A	98.2%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	97.9%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=451)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.7%	Down from 16.2%	25.8%	21.6%
Retention rate	1.6%	Up from 0.7%	1.1%	1.2%
Attendance rate	95.2%	Up from 94.9%	96.0%	95.9%
Eligible for gifted and talented	14.3%	Up from 12.2%	19.6%	14.8%
With disabilities other than speech	12.3%	Down from 13.1%	11.3%	12.6%
Older than usual for grade	0.7%	Down from 0.9%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 8.5%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	79.3%	Up from 78.6%	57.9%	56.9%
Continuing contract teachers	89.7%	Up from 78.6%	76.2%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	5.5%	5.3%
Teachers returning from previous year	85.8%	Down from 88.5%	84.9%	82.9%
Teacher attendance rate	93.9%	Down from 95.1%	95.1%	95.2%
Average teacher salary*	\$51,470	Up 1.7%	\$46,951	\$46,599
Professional development days/teacher	15.8 days	Down from 16.4 days	10.8 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 22.5 to 1	21.9 to 1	20.1 to 1
Prime instructional time	85.5%	Down from 86.1%	89.9%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 100.0%	98.7%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,506	Up 24.1%	\$6,934	\$7,645
Percent of expenditures for instruction**	68.6%	Down from 73.7%	64.2%	63.4%
Percent of expenditures for teacher salaries**	63.7%	Down from 69.9%	57.2%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Buford Middle School spent the 2008-2009 school year "Navigating to Success." We developed our goals and navigated steadily through the year to achieve them. We had great success with the first year of our summer reading program. Designed to stop summer reading loss, this program became very popular with our students. Our school read 1.3 million pages, making us the state winner of the "No Book Left Unread" challenge. We read more pages than any school of any size in the entire state and joyfully collected our \$2000 worth of prize books. We continued with our focus on literacy by conducting two school-wide reads, 4 read aloud novels by homeroom teachers, and daily silent sustained reading. We had over 20 sponsored book clubs this year. Buford Middle School was fortunate to have the very popular teen author, David Lubar, spend a day with our students teaching them the importance of reading and the skills of writing. We followed this with a visit from, Sara Holbrook, an author of teen poetry. She did performances for all grades and taught our students the art of writing poetry. Family nights continue to be a huge success. Every child participated in a theme-based unit and then presented on Family Night. From medieval times to poetry alive, parents were able to view their child's talent in a showcase format. We have continued to maintain the technology piece of our curriculum. Designed to help our students compete in an ever changing world, we taught web page design, web casting, geo-navigational skills, and computer literacy. We have also stimulated our curriculum by offering beginning piano, a robotics unit, and a chess unit. Every child had the opportunity to participate in at least one school sponsored field trip. This has been an incredibly successful year for Buford Middle School. We are very grateful for the strong community and parent support we receive. Working together, we can continue to flourish. Sheryl H. Wells, Principal, Buford Middle School; Melissa Knight, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	146	138
Percent satisfied with learning environment	100.0%	77.4%	88.1%
Percent satisfied with social and physical environment	100.0%	82.2%	84.6%
Percent satisfied with school-home relations	96.9%	84.7%	86.5%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	440	99.8	33	44.1	22.9	76.4	80.8	82.8	Yes	Yes
<b>Gender</b>										
Male	220	100	38	42.7	19.2	71.4	75.9	79.3	N/A	N/A
Female	220	99.6	28	45.5	26.5	81.5	86.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	386	99.7	32.2	43.2	24.7	76.4	85	89.5	Yes	Yes
African American	44	100	43.9	46.3	9.8	73.2	71.6	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	73.6	24.5	1.9	34	39.4	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	99.4	40.2	46.2	13.6	71	72.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	440	99.8	25	45.8	29.2	84	79.8	78.9	Yes	Yes
<b>Gender</b>										
Male	220	100	27.2	41.3	31.5	78.9	76.6	77	N/A	N/A
Female	220	99.6	22.7	50.2	27	89.1	83.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	386	99.7	22	46.9	31.1	85.5	85.6	87.2	Yes	Yes
African American	44	100	53.7	34.1	12.2	68.3	66.7	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	N/AV	N/AV	N/AV	47.2	44	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	99.4	33.1	46.7	20.1	80.5	71.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	284	99.7	42.6	51.5	5.9	57.4	64.3	67.5
Gender								
Male	135	99.3	41.5	51.5	6.9	58.5	64.5	67
Female	149	100	43.7	51.4	4.9	56.3	64.2	68
Racial/Ethnic Group								
White	247	99.6	40.7	53	6.4	59.3	71.1	79.5
African American	32	100	N/AV	N/AV	N/AV	45.2	48.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	37	97.3	N/AV	N/AV	N/AV	20	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60	59.6
Socio-Economic Status								
Subsided meals	120	99.2	55.9	41.4	2.7	44.1	51.5	55.1

Social Studies								
All Students	283	99.3	44	46.2	9.9	56	68.8	72.3
Gender								
Male	140	98.6	42.1	43.6	14.3	57.9	67.2	71.5
Female	143	100	45.7	48.6	5.7	54.3	70.5	73.2
Racial/Ethnic Group								
White	245	99.2	41.8	47.3	11	58.2	73.7	80.7
African American	31	100	N/AV	N/AV	N/AV	41.4	58.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	35	97.1	N/AV	N/AV	N/AV	11.8	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.5	67.9
Socio-Economic Status								
Subsided meals	113	99.1	55.1	38.3	6.5	44.9	59.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	445	99.1	31.6	47.6	20.9	68.4	67.7	70.2	95.2	96
Gender										
Male	222	98.7	38.4	45.4	16.2	61.6	59.6	63.2	95.1	95.8
Female	223	99.6	24.7	49.8	25.6	75.3	76.4	77.5	95.4	96.1
Racial/Ethnic Group										
White	391	99	29	48.8	22.2	71	73.2	79.1	95.1	95.7
African American	44	100	54.8	33.3	11.9	45.2	55.2	57.6	96	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	71.8	86.2	99	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.8	62.6	97.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	68.7	N/A	95.3
Disability Status										
Disabled	55	98.2	77.4	18.9	3.8	22.6	21.7	26.1	93.9	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.9	61.2	99.2	96.5
Socio-Economic Status										
Subsidized meals	184	98.9	41.4	48.9	9.8	58.6	56.9	58.9	93.7	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	25.7	43.9	30.4	74.3
	7	128	100	29	51.6	19.4	71
	8	157	99.4	43.4	38.2	18.4	56.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	20.3	45.9	33.8	79.7
	7	128	100	28.2	41.9	29.8	71.8
	8	157	99.4	27	48.7	24.3	73
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	100	45.9	50	4.1	54.1
	7	128	99.2	27.6	65.9	6.5	72.4
	8	78	100	64	29.3	6.7	36
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	98.7	28.8	61.6	9.6	71.2
	7	128	99.2	51.2	38.2	10.6	48.8
	8	78	100	46.8	44.2	9.1	53.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	99.4	22.7	50	27.3	77.3
	7	131	98.5	33.1	51.2	15.7	66.9
	8	159	99.4	39	42.2	18.8	61

Abbreviations for Missing Data

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